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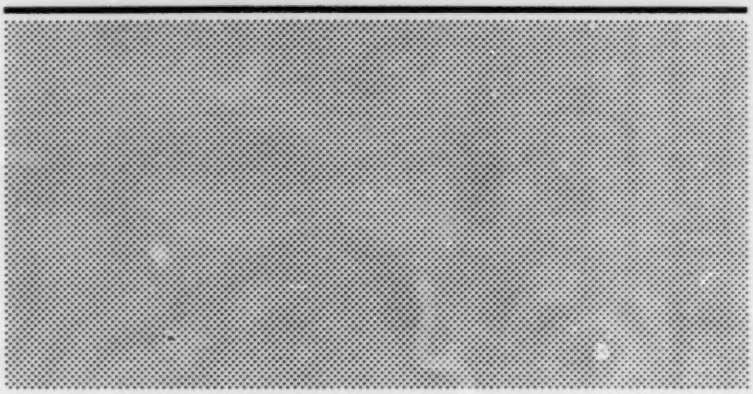
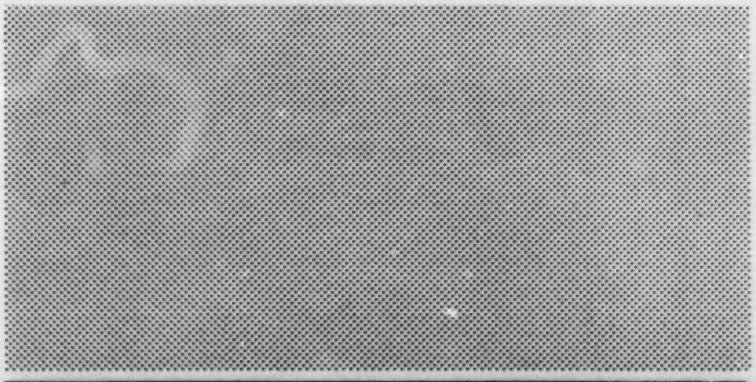


PARENT / GUARDIAN GUIDE

Identification, Placement and Review Process

Special Education



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Le Conseil des écoles séparées catholiques du district de Timmins

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Conseil des écoles séparées catholiques du district de Timmins
Timmins District R.C.S.S. Board

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PARENT/GUARDIAN GUIDE

Identification, Placement and Review Process

Special Education

MESSAGE TO PARENTS/GUARDIANS

The Timmins District Roman Catholic Separate School Board endeavours to offer an education which meets the needs of all its pupils.

Through its regular program, the School Board meets the needs of most of its pupils. It also recognizes its responsibility to offer education programs and services which meet the needs of exceptional pupils.

This document, **Parent/Guardian Guide**, was produced to inform the father, the mother or the guardian of the pupil, of the procedures to be followed by the School Board as well as by the parent/guardian so that all exceptional pupils may benefit from the educational programs and services developed to meet their needs.

In order to facilitate the comprehension of this guide, each statement pertaining to the identification, placement and review (IPR) process is presented in question-answer form. The table of contents provides an easy reference to the handbook.

Furthermore, a flow chart (plan) of the identification, placement and review process has been included.

The writing team has retained many of the ideas and suggestions submitted by the teachers of the School Board. We would also like to acknowledge the contribution and the participation of the Ministry of Education personnel from the Northeastern Ontario Regional Office.

M. Serré

Michel Serré, Superintendent of Education -
Student Services

In this guide, the term **School Board** means the Timmins District Roman Catholic Separate School Board.

The term **parent** means the **father** and/or **mother** or the **guardian** or an **adult pupil**.

The term **principal** means the principal of the school.

The term **Committee** means the Identification, Placement and Review Committee.

The term **Appeal Board** means the Special Education Appeal Board.

The term **Tribunal** means the Special Education Tribunal.

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I. Definitions

1) WHAT IS AN IPR COMMITTEE?

An IPR Committee is a committee which seeks to determine if the referred pupil is exceptional and to determine the best placement to meet his or her needs. The letters IPR refer to the three functions of the Committee:

Identification - identify if a pupil is exceptional;

Placement - recommend the best possible placement; and

Review - review, after a certain time, the suitability of the placement.

2) WHAT IS AN EXCEPTIONAL PUPIL?

An exceptional pupil is a pupil with a behavioural, communicational, intellectual, physical or multiple exceptionalities. These exceptionalities require an appropriate placement in a special education program as determined by the IPR Committee.

3) WHAT IS A SPECIAL EDUCATION PROGRAM?

A special education program contains specific objectives and an outline of educational services which meet the needs of the exceptional pupil. Such a program is based on and modified by the results of continuous assessment.

4) WHAT ARE SPECIAL EDUCATION SERVICES?

The special education services consist of the facilities and resources, including support staff and equipment, necessary to the development and implementation of a special education program.

II. Identification, Placement and Review Process

5) WHO ARE THE MEMBERS OF THE IPR COMMITTEE?

The Committee consists of at least three members appointed by the Board: one supervisory officer (or his or her designate), or a principal and at least two other people who are not members or trustees of the School Board. The membership of this Committee is in accordance to Part XI of the **Education Act**.

6) WHAT IS PART XI OF THE EDUCATION ACT?

This part of the Act stipulates that the members must be **English-speaking** if the pupil attends an English language class or school and that the members must be **French-speaking** if the pupil attends a French language class or school.

7) **WHO CAN REFER A PUPIL TO THE COMMITTEE?**

The principal is the only person authorized to refer a pupil to the Committee. The principal **SHALL** refer the pupil upon receipt of a **written request** from the parent. The principal **MAY** refer the pupil to the Committee, after having notified the parent in **writing**.

8) **TO WHOM MUST THE PARENT ADDRESS A REQUEST FOR REFERRAL OF HIS OR HER CHILD TO THE COMMITTEE?**

The parent must address a **written** request to the principal. The principal **SHALL** then refer the pupil to the Committee.

9) **CAN A PRINCIPAL REFER A PUPIL WITHOUT THE PARENT'S WRITTEN CONSENT?**

Yes, a principal **MAY** refer a pupil to the Committee without the **written consent** of the parent. However, the principal **SHALL** first advise the parent **in writing**.

III. I.P.R. Committee Meeting

10) **IS THE PARENT INVOLVED IN THE IDENTIFICATION AND PLACEMENT OF HIS OR HER CHILD?**

Yes, the parent is directly involved in the process. The Committee **SHALL** interview the parent, unless he or she fails or refuses to participate. The parent may invite support persons to the meeting.

11) **IS THE PUPIL ALLOWED TO PARTICIPATE IN HIS OR HER IPR PROCESS?**

Yes, the pupil may be involved. If the Committee so wishes, and the parent consents, the Committee may interview the pupil.

12) **WHICH DOCUMENTS ARE REVIEWED BY THE COMMITTEE FOLLOWING A REFERRAL?**

The Committee reviews the educational assessment in order to determine if the pupil is exceptional and to recommend the best possible placement. The Committee may also request and review the medical and/or psychological assessment of the pupil.

13) **WHAT IS INVOLVED IN THE REVIEW OF THE EDUCATIONAL ASSESSMENT?**

This procedure consists of the review of all documentation related to the educational achievements of the pupil: school records, report cards, informal or formal tests, teacher observations, standardized and educational tests.

14) **MAY THE COMMITTEE OBTAIN AND REVIEW AN EDUCATIONAL ASSESSMENT WITHOUT THE WRITTEN CONSENT OF THE PARENT?**

Yes, the Committee may obtain the documentation as long as it is of an educational nature only.

15) MAY THE COMMITTEE OBTAIN AND REVIEW A MEDICAL AND/OR PSYCHOLOGICAL ASSESSMENT WITHOUT THE WRITTEN CONSENT OF THE PARENT?

No, the Committee may not: it must obtain the parent's **written consent.**

16) WHAT MUST THE COMMITTEE'S WRITTEN STATEMENT CONTAIN?

It must contain the following:

i) the Committee's identification of the pupil's needs;

ii) if, according to the Committee, the pupil is exceptional, the recommendations relevant to his or her placement;

iii) the date at which the Committee proposes to advise the School Board of its decision.

17) WHO RECEIVES A COPY OF THE COMMITTEE'S WRITTEN STATEMENT?

The parent and the principal who referred the pupil receive copies. The Committee also advises the Director of Education of the School Board of its decision.

18) WHAT MUST THE PARENT DO UPON RECEIPT OF THE COMMITTEE'S WRITTEN STATEMENT?

As soon as the parent receives the statement, he or she signs it, acknowledging this fact, and indicates his or her agreement or disagreement. An exceptional pupil does not participate in a special education program without the parent's written consent.

19) WHAT HAPPENS IF THE PARENT AGREES WITH THE COMMITTEE'S WRITTEN STATEMENT?

If the parent agrees, he or she signs the appropriate form indicating agreement with the statement. If the Committee's written statement indicates that the pupil is not exceptional and does not require a special education program and/or service, the pupil continues with his or her regular program. If the statement indicates that the pupil is exceptional, and requires a special placement, this placement will take effect as soon as possible after the parent's **written consent** is obtained.

20) WHAT HAPPENS IF THE PARENT DOES NOT AGREE WITH THE COMMITTEE'S WRITTEN STATEMENT?

If the parent does not agree, he or she signs the appropriate form indicating his/her disagreement with the statement. He or she may then request, **in writing,** a discussion meeting with the Committee or directly appeal the Committee's written statement to the Special Education Appeal Board.

21) WHAT HAPPENS IF THE PARENT DOES NOT SIGN THE CONSENT FORM?

If the parent of an exceptional pupil refuses or fails to sign the consent form and if the parent refuses or fails to advise of an appeal, or has not taken any steps concerning the **written statement**, the School Board may authorize the principal to place the exceptional pupil according to the Committee's recommendations and to advise the parent of the steps taken.

22) HOW MUCH TIME DOES THE PARENT HAVE TO...

I) SIGN THE CONSENT FORM,
II) REQUEST A DISCUSSION MEETING WITH THE COMMITTEE, OR
III) REQUEST AN APPEAL WITH THE APPEAL BOARD?

The parent has 30 days to respond, from the date at which he or she receives the Committee's **written statement**. The **written statement** is considered to be received on the fifth day following the date of first class mailing. After this time, the School Board may place the pupil in accordance with the Committee's **written statement**.

IV. Discussion Meeting

23) HOW DOES A PARENT REQUEST A DISCUSSION MEETING?

The parent must notify the principal within the 30 day limit established above. The Committee will set up the meeting with the parent and the principal and will decide to either uphold or amend its decision. The Committee then advises the parent of its decision.

24) WHO RECEIVES A COPY OF THE UPHELD OR AMENDED WRITTEN STATEMENT?

The parent and principal receive copies. The Committee advises the Director of Education of the School Board of its decision.

25) WHAT DECISION MUST THE PARENT MAKE FOLLOWING THE DISCUSSION MEETING WITH THE COMMITTEE?

After the meeting, the parent must sign the consent form of the **written statement** and indicate his or her agreement or disagreement with the upheld or amended statement.

26) WHAT HAPPENS IF THE PARENT AGREES WITH THE COMMITTEE'S UPHELD OR AMENDED STATEMENT?

If the parent agrees, he or she signs the appropriate consent form.

If the upheld or amended statement indicates that the pupil is not exceptional and does not require a special education program or services, the pupil continues his or her regular program.

If the upheld or amended statement indicates that the pupil requires a special placement, it will take effect as soon as possible after written consent is obtained.

27) WHAT HAPPENS IF THE PARENT DISAGREES WITH THE UPHELD OR AMENDED STATEMENT?

If the parent disagrees, he or she signs the appropriate form and indicates his or her disagreement. He or she must then decide whether or not to present the written notice of appeal to the Appeal Board.

V. Appeal Board

28) HOW LONG DOES THE PARENT HAVE TO PRESENT A WRITTEN NOTICE OF APPEAL TO THE APPEAL BOARD?

The parent has 15 days following the discussion meeting with the Committee in which to present a written notice of appeal to the Appeal Board.

29) HOW MUCH TIME DOES THE SCHOOL BOARD HAVE TO ESTABLISH AN APPEAL BOARD?

The School Board must establish an Appeal Board within the 30 days following receipt of the parent's notice.

30) WHAT HAPPENS IF THE PARENT REFUSES TO DISCUSS THE COMMITTEE'S WRITTEN STATEMENT AND WISHES TO PRESENT THE WRITTEN NOTICE OF APPEAL TO THE APPEAL BOARD?

If the parent refuses, **in writing**, to discuss the statement and wishes to present the written notice of appeal to the Appeal Board, the discussion is considered to have taken place on the day that the written notification of refusal was received.

31) WHAT MUST THE PARENT DO TO PRESENT A WRITTEN NOTICE OF APPEAL TO THE APPEAL BOARD?

The parent must address his or her written notice of appeal to the Director of Education of the School Board. The parent indicates his or her disagreement and explains the reasons. The Appeal Board will not refuse to review an appeal because the parent's statement contains omissions or because the subject of disagreement is not indicated.

32) WHO ARE THE MEMBERS OF THE APPEAL BOARD?

The Appeal Board consists of three (3) members who have not had prior involvement with the matter under appeal. The Chair is appointed by the School Board and cannot be, or ever have been, a trustee or an employee of the School Board. One of the members of the Appeal Board must possess the qualifications of a supervisory officer. One of the members is appointed by the parent. The membership of the Appeal Board is in accordance to Part XI of the **Education Act** (See question #6).

33) WHOM MAY THE PARENT APPOINT AS MEMBER OF THE APPEAL BOARD?

The parent may appoint:

a) a member of a local association recognized by the Special Education Advisory Committee;

OR

b) a member of a recognized local association residing in the area under the jurisdiction of the School Board and appointed by the association;

OR

c) a member of the local community, if the local association was not created in the area covered by the jurisdiction of the School Board.

34) WHAT ARE THE FUNCTIONS OF THE APPEAL BOARD?

The Chair immediately calls a meeting with the parent and the Appeal Board. The meeting is held at a time, date and place convenient to all involved. This meeting is to discuss the parent's disagreement with the Committee's written report and issues pertaining to the appeal. Whomever, as judged by the Appeal Board, may provide pertinent information to the discussion, will be invited to participate in the appeal. The discussion is in no way formal. The Appeal Board adjourns the discussion and in the three (3) days following, makes known its decision and the reasons behind it. The parent, the Committee and the Director of Education of the School Board receive a copy of the decision. The School Board then decides to accept or reject the Appeal Board's decision.

35) WHAT DECISION CAN THE APPEAL BOARD MAKE?

The Appeal Board can:

i) agree with the Committee and reject the appeal;

ii) disagree with the Committee and send the matter back with the reasons for its disagreement;

iii) retract the Committee's decision declaring the pupil as being an exceptional pupil, if it recognizes that the pupil for which the appeal was launched does not require a special education program or services.

36) WHERE IS THE STUDENT PLACED THROUGHOUT THE IPR AND/OR APPEAL PROCESS?

During the IPR and/or appeal process, the pupil remains within the program he or she was in before the appeal process was undertaken.

VI. School Board's Decision Following the Appeal

37) FOLLOWING THE APPEAL, WHAT DECISION CAN THE SCHOOL BOARD MAKE?

In the 30 days following receipt of the Appeal Board's report, the School Board may accept or reject the Appeal Board's decision. The parent and the Committee are advised in writing by the Director of Education. In this notice, the School Board advises the parent of the appeal process to the Special Education Tribunal, in accordance with the stipulations of Section 36 of the **Education Act**.

38) FOLLOWING THE APPEAL, WHAT MUST THE PARENT DO IF HE OR SHE AGREES WITH THE SCHOOL BOARD'S DECISION?

If the parent agrees, he or she may sign the appropriate form.

II. Special Education Tribunal

39) FOLLOWING THE APPEAL, WHAT MUST THE PARENT DO IF HE OR SHE DISAGREES WITH THE SCHOOL BOARD'S DECISION?

If the parent disagrees, he or she must request a hearing from the Secretary of the Special Education Tribunal in order to obtain the authorization to launch an appeal before the Special Education Tribunal. The Tribunal may reject or accept the appeal and will submit its statement. The Tribunal's decision is final and binding.

VIII. Review

40) WHEN CAN A PARENT OR A PRINCIPAL REQUEST A REVIEW OF THE PUPIL'S PLACEMENT?

The parent or a principal may request a review after three (3) months following the effective date of the placement.

41) WHEN IS THE SUITABILITY OF THE PLACEMENT REVIEWED?

The suitability of the placement is reviewed at least once a year or upon request by the parent or principal.

42) TO WHOM DOES THE PARENT OR PRINCIPAL ADDRESS HIS OR HER WRITTEN REQUEST FOR A REVIEW OF THE PUPIL'S PLACEMENT?

The parent or principal addresses his or her written request to the Director of Education of the School Board.

43) MAY THE COMMITTEE CHANGE THE PUPIL'S PLACEMENT WITHOUT FIRST OBTAINING THE PARENT'S WRITTEN CONSENT?

No, the Committee may not change the pupil's placement without:

i) advising the parent of the change;

ii) discussing the change with the parent;

and

iii) obtaining the parent's **written consent.**

However, the School Board may change the pupil's placement without the **written consent** of the parent if he or she neglects to take advantage of his or her rights.

44) WHAT IS THE WRITTEN STATEMENT OF THE REVIEW OF THE PLACEMENT BASED ON?

The Committee's written report is based on:

i) the review of the pupil's educational assessment

ii) the review of written reports;

and

iii) other relevant facts, including statements by the parent.

45) WHAT DECISION MUST THE COMMITTEE MAKE FOLLOWING THE REVIEW OF THE PUPIL'S PLACEMENT?

The Committee must recognize and confirm in writing, to the parent and the principal, the suitability of the exceptional pupil's placement.

46) WHAT MUST THE PARENT DO UPON RECEIPT OF THE COMMITTEE'S WRITTEN STATEMENT?

The parent must sign the appropriate form indicating his or her agreement or disagreement (See questions 18 to 39).

47) IF THE PARENT REQUESTS A DISCUSSION MEETING WITH THE COMMITTEE, HOW MUCH TIME DOES THE SCHOOL BOARD HAVE TO HOLD SUCH A MEETING?

The School Board has 15 days following the receipt of the request to hold the meeting.

48) WHAT RIGHTS DOES THE PARENT HAVE WHO DISAGREES WITH THE WRITTEN STATEMENT PERTAINING TO THE REVIEW OF THE PUPIL'S PLACEMENT?

The parent who disagrees with the review statement, has the same rights as those existing for the disagreement with the **written statement** of the Committee.

XI. Additional Information

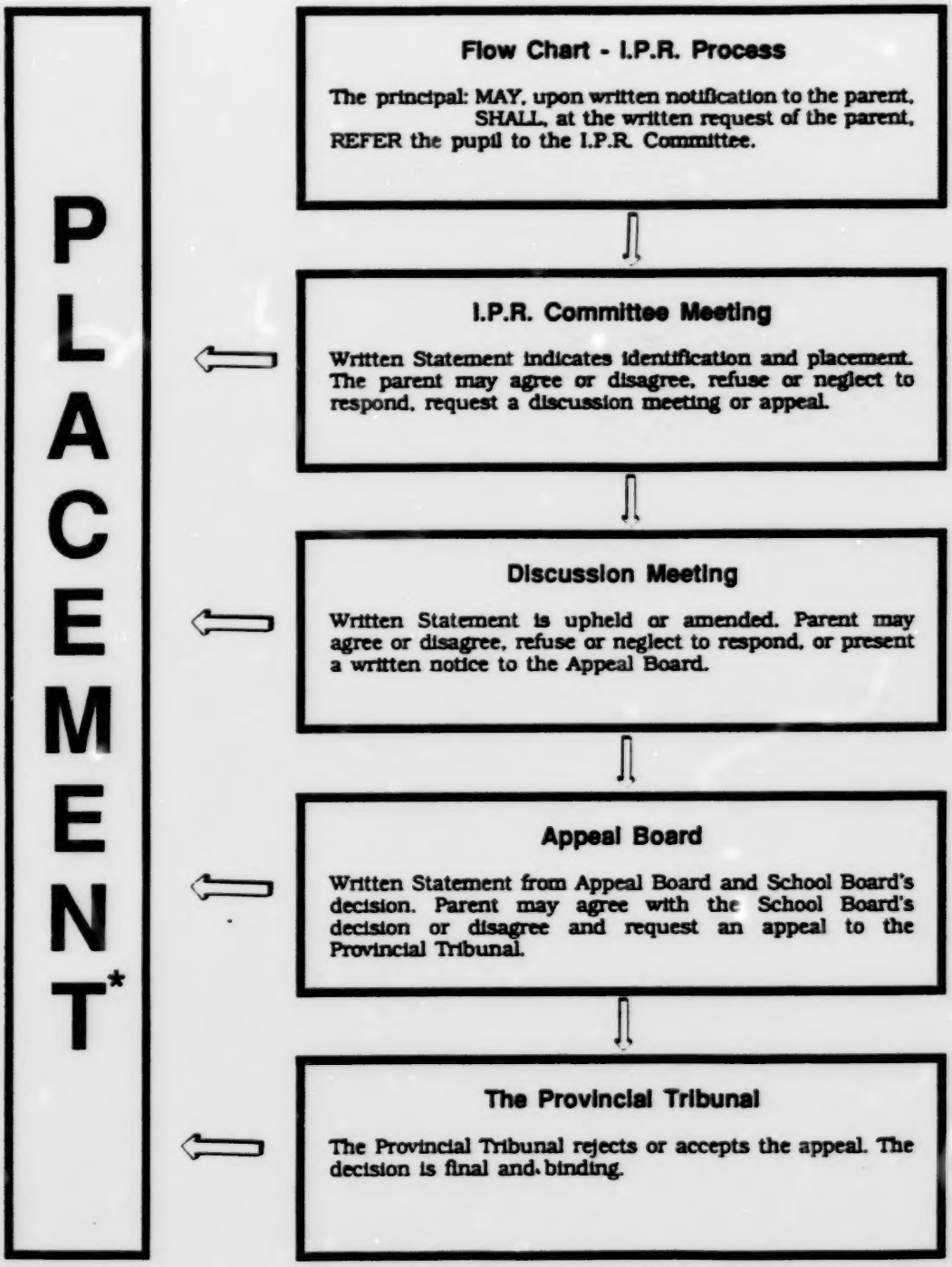
49) WHAT ARE THE COMMITTEE'S AND APPEAL BOARD'S PROCEDURES BASED ON?

The Regulation of Ontario 554/81 as it applies to the **Education Act** regulates the procedures followed by the Committee and the Appeal Board.

50) WHERE CAN ONE OBTAIN A COPY OF THE PARENT/GUARDIAN GUIDE?

Additional copies of the guide are available in each of the schools and at the School Board office. The School Board also provides copies to the Regional Office of the Ministry of Education.

FLOW CHART - IPR PROCESS


PLACEMENT*
Flow Chart - I.P.R. Process
The principal: MAY, upon written notification to the parent, SHALL, at the written request of the parent, REFER the pupil to the I.P.R. Committee.
I.P.R. Committee Meeting
Written Statement indicates identification and placement. The parent may agree or disagree, refuse or neglect to respond, request a discussion meeting or appeal.
Discussion Meeting
Written Statement is upheld or amended. Parent may agree or disagree, refuse or neglect to respond, or present a written notice to the Appeal Board.
Appeal Board
Written Statement from Appeal Board and School Board's decision. Parent may agree with the School Board's decision or disagree and request an appeal to the Provincial Tribunal.
The Provincial Tribunal
The Provincial Tribunal rejects or accepts the appeal. The decision is final and binding.

Placement means identification or not, placement or not and review process.